

THE IMPACT OF AI-BASED TOOLS ON EFL LEARNERS' WRITING PERFORMANCE AND FEEDBACK QUALITY

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Abstract: *This study investigates the role of AI-based tools in enhancing EFL learners' writing performance and improving the quality of feedback they receive. As AI technologies become increasingly integrated into educational contexts, their influence on language learning – particularly on writing skills – has expanded significantly. The research explores both the advantages and limitations of AI-assisted writing, examining its contribution to linguistic accuracy, writing development, and learner autonomy. Methodologically, the study employs a review of contemporary scholarly work alongside an observational analysis of students' real-life engagement with AI tools. The combined findings provide a comprehensive perspective on how AI supports and challenges the development of EFL writing competence.*

Keywords: *Artificial Intelligence in Education, AI-Assisted Writing, EFL Writing Development, Automated Feedback Tools, Writing Accuracy, Learner Autonomy, Language Learning Technology, ChatGPT in EFL Contexts, Student Perceptions, Writing Motivation*

INTRODUCTION

Artificial intelligence has become an integral part of modern life, influencing how individuals access information, work, study, and solve problems. In education, AI-supported tools have gained significant relevance, particularly in the field of language learning. EFL learners increasingly use AI platforms to enhance their writing skills, benefiting from instant guidance, corrections, and feedback – processes that traditionally require more time when relying solely on teacher input.

Given this rapid adoption, the present study examines both the potential benefits and the limitations of AI tools for writing development. The research aims to evaluate the effectiveness of such tools in improving writing accuracy, structure, and coherence, as well as to explore learner perceptions of AI-assisted writing. The growing significance of AI in language education makes this investigation timely and essential.

LITERATURE REVIEW

1. AI-Assisted Writing in EFL Contexts

Artificial intelligence has increasingly been recognized as a transformative force in EFL writing instruction. Recent studies (Song & Song, 2023; Yoon, Miszoglad & Pierce, 2023; Mahapatra, 2024; Azennoud, 2024) indicate that AI-driven tools – such as ChatGPT, Grammarly, and automated feedback systems – can significantly improve learners' accuracy and vocabulary use by offering real-time corrections and constructive feedback.

Researchers argue that AI tools enhance grammar, lexical choice, and sentence structure, ultimately leading to better writing outcomes. For instance, Song and Song (2023) and Azennoud (2024) report that students using AI tools demonstrate higher linguistic accuracy and increased writing motivation. The immediacy of AI-generated feedback encourages more frequent revision, allowing learners to refine their writing more efficiently than when relying solely on teacher feedback.

Despite these benefits, scholars also highlight several limitations. Yoon et al. (2023) note that AI feedback often fails to address higher-level writing components such as coherence, cohesion, and argument development. While AI excels at detecting surface-level errors, its guidance on complex rhetorical issues may be incomplete or generalized.

Mahapatra (2024) identifies additional concerns, including misleading grammatical explanations that may negatively affect learners' understanding. Further challenges include over-reliance on AI, decreased learner autonomy, and risks related to plagiarism and data privacy (Wang, 2025; Springer, 2024). Some researchers also caution that AI tools may reflect Western academic norms that do not fully align with local educational expectations (Erdawati et al., 2024).

Overall, the literature suggests that while AI can be a valuable supplement to writing instruction, it must be used critically and in combination with teacher support.

2. Learners' Perceptions of AI Tools.

A small-scale survey conducted among second-year students at UzSWLU (n=20) provides insight into learners' experiences with AI-assisted writing. Students from several academic groups participated, offering their perceptions of AI-generated feedback and its impact on their writing development.

Table Showing Positive vs Negative Perceptions

Distribution of Positive and Negative Perceptions

Perception Type	Frequency (N=20)	Percentage
Positive	15	75%
Neutral	3	15%
Negative	2	10%

METHODOLOGY

This study employs a two-pronged methodological framework combining theoretical analysis with observational research. First, a review of contemporary scholarly works on AI-assisted writing was conducted. Academic articles, empirical studies, and theoretical discussions were analyzed to identify established findings, recurring themes, and reported challenges related to the use of AI tools in writing development.

Second, an individual observation was undertaken to explore how students interact with AI tools in authentic writing tasks. Particular attention was given to how learners

responded to AI-generated feedback, the revisions they made, and the types of support they relied on most. This approach provided practical insight into the real-world influence of AI on writing performance. By integrating theoretical and observational data, the study aims to provide a balanced and comprehensive assessment of AI tools' effectiveness in supporting EFL writing development.

RESULTS

Song and Song (2023) report notable improvements in grammatical accuracy and word choice among learners who use AI tools regularly, attributing these gains to immediate error identification and correction. Similarly, Azenoud (2024) found that Moroccan EFL learners benefited from personalized AI feedback that supported self-directed learning and reduced errors.

Yoon, Miszoglad, and Pierce (2023) emphasize that AI tools encourage frequent revision by enabling learners to compare initial drafts with improved versions instantly. Their findings show that automated suggestions support the production of clearer, more organized sentences and paragraphs.

Mahapatra (2024) also notes substantial gains in linguistic accuracy, vocabulary development, and overall writing clarity. Learners expressed strong satisfaction with AI support during focus group discussions. For example: "The best part about ChatGPT is that you ask for information and you get it. You can go as specific or detailed as you wish. This reduced the time we needed to generate ideas." (S5)

"I feel it is a helpful support tool when writing independently. Usually, we have many questions as we write. With ChatGPT, we have reliable assistance whenever needed." (S3)

However, limitations remain. Yoon et al. (2023) observed that AI tools often struggle to identify issues related to semantic clarity or logical flow. Their study notes that AI systems prioritize grammatical accuracy and may overlook sentences that are grammatically correct but unclear in meaning. This creates a risk of uneven feedback where syntactically incorrect texts are penalized more heavily than semantically problematic ones.

The survey results show that 75% of students (15 out of 20) reported positive experiences using AI for writing. Three students (15%) expressed neutral attitudes, while only two students (10%) reported negative experiences, citing occasional confusion or over-reliance on AI. These results suggest that although AI feedback is generally beneficial, a minority of learners remain uncertain about its effectiveness.

DISCUSSION

The combined findings from the literature and observational data indicate that AI tools have a predominantly positive impact on EFL writing development. AI contributes to improved grammatical accuracy, enhanced vocabulary use, and increased learner motivation. The majority of students surveyed reported that AI feedback made their writing clearer and more accurate, supporting an active and self-directed approach to revision.

Nonetheless, certain limitations must be acknowledged. AI feedback does not consistently address higher-level writing skills. Additionally, concerns regarding learner autonomy, ethical risks, and occasional inaccuracies underscore the need for thoughtful pedagogical integration.

When used alongside teacher guidance, AI tools serve as effective supplements rather than replacements for traditional writing instruction.

CONCLUSION

AI tools offer considerable advantages for EFL writing development by providing immediate feedback, improving linguistic accuracy, and fostering greater motivation. Although issues remain – such as the potential for over-reliance, incomplete guidance, and ethical considerations – the overall effect of AI on writing performance is strongly positive.

The findings of this study confirm that most learners experience meaningful improvements when incorporating AI-assisted feedback into their writing practice. To maximize the benefits, AI should be used in a balanced manner, complemented by teachers' expertise to ensure that technology enhances rather than replaces students' independent writing skills.

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